



Sequoia Charter Elementary School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1460 S. Horne, Mesa, AZ 85204

Sequoia Charter School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Laurie L. Presnell
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 356
Web Address : www.sequoia.k12.az.us/news
Phone Number : (480) 649-7737
Fax Number : (480) 649-0711
E-mail : lauriep@sequoia.k12.az.us

Mission

Our mission is to provide a safe, positive environment in which students can learn and achieve academic success. We develop individualized learning environments in our back-to-basics classrooms based on standards.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Using Accelerated Math and FASTMath, we plan to individualize instruction, based on the Standards and mastery, to improve student average performance to on/or above grade level in mathematics.
- ü Using Reading for all Learners and Accelerated Reader, we plan to individualize instruction, based on the Standards, to improve student average performance to on/or above grade level in reading.
- ü Using Six Trait + 1, we plan to individualize instruction, based on the Standards, to improve student performance.

Enrollment

October 1, 2004 School Year Student Enrollment : 373
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 380

Sequoia Charter Elementary School

Instructional Programs

- Ü Accelerated Reader (Competency-based)
- Ü Accelerated Math (Competency-based)
- Ü Reading For All Learners
- Ü Saxon Phonics and Math (K-3)
- Ü 6 Trait Writing
- Ü FASTMath (Competency-based) (3-6)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to assist families in the education of their children and to prepare their students with the competencies, character, and confidence necessary for academic and personal success.

Parents

We believe it is the responsibility of the parents to assist in ensuring student attendance, providing proper clothing and nourishment, supporting students academically, being involved and supporting the school goals, expectations, and policies.

Transportation Policy

Transportation is available on a very limited basis.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	79306	100	100	99	448	448	445	7	7	10	11	11	18	67	67	51	16	16	20
All Students (Prior Year)	50	50	75509	100	100	100	517	517	521	9	9	13	33	33	23	36	36	33	22	22	31
Female	21	21	38691	100	100	99	447	447	446	6	6	10	11	11	18	67	67	52	17	17	20
Male	29	29	40583	100	100	99	448	448	445	7	7	11	11	11	18	67	67	50	15	15	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	16	16	32869	100	100	99	436	436	429	7	7	15	13	13	25	67	67	51	13	13	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	28	28	36197	100	100	99	455	455	463	8	8	5	8	8	11	64	64	53	20	20	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	46	46	69060	100	100	98	449	449	454	7	7	7	10	10	17	67	67	54	17	17	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	38	38	39415	97	97	96	448	448	431	8	8	15	14	14	25	59	59	50	19	19	10
Non-Economically Disadvantaged	12	12	39966	100	100	100	447	447	459	0	0	6	0	0	12	100	100	52	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	79395	100	0	99	445	445	446	11	11	9	24	24	25	62	62	55	2	2	11
All Students (Prior Year)	50	50	75492	100	100	100	510	510	519	11	11	12	26	26	16	52	52	47	11	11	24
Female	21	21	38743	100	0	100	452	452	451	11	11	7	11	11	24	78	78	57	0	0	12
Male	29	29	40618	100	0	99	441	441	440	11	11	11	33	33	27	52	52	53	4	4	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	16	16	32915	100	0	99	429	429	426	13	13	15	33	33	35	53	53	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	28	28	36221	100	0	99	456	456	465	12	12	4	16	16	15	68	68	63	4	4	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	46	46	69139	100	0	99	447	447	454	10	10	7	26	26	24	62	62	58	2	2	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	38	38	39484	97	0	96	442	442	429	14	14	14	24	24	35	59	59	47	3	3	4
Non-Economically Disadvantaged	12	12	39986	100	0	100	459	459	461	0	0	4	25	25	16	75	75	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	78869	100	100	99	461	461	442	4	4	6	13	13	21	71	71	63	11	11	10
All Students (Prior Year)	50	50	75053	100	100	99	577	577	597	7	7	7	24	24	12	61	61	72	9	9	9
Female	21	21	38536	100	100	99	478	478	458	0	0	4	11	11	15	72	72	67	17	17	14
Male	29	29	40302	100	100	99	449	449	428	7	7	8	15	15	26	70	70	60	7	7	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	16	16	32606	100	100	98	437	437	426	13	13	8	13	13	27	67	67	60	7	7	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	28	28	36078	100	100	99	471	471	459	0	0	4	16	16	16	68	68	66	16	16	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	46	46	68697	100	100	98	471	471	454	0	0	4	14	14	18	74	74	67	12	12	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	38	38	39106	97	97	95	463	463	427	3	3	8	14	14	28	70	70	59	14	14	5
Non-Economically Disadvantaged	12	12	39837	100	100	100	452	452	457	13	13	4	13	13	14	75	75	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	78906	98	98	99	497	497	498	10	10	13	26	26	19	54	54	48	10	10	20
All Students (Prior Year)	55	55	76019	100	100	100	516	516	499	12	12	14	24	24	39	12	12	14	52	52	33
Female	25	25	38644	100	100	99	496	496	500	12	12	12	24	24	19	56	56	49	8	8	19
Male	26	26	40236	96	96	99	498	498	497	8	8	15	28	28	19	52	52	46	12	12	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	13	13	31938	100	100	99	474	474	481	8	8	19	54	54	25	38	38	46	0	0	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	34	34	36483	97	97	99	501	501	517	12	12	7	18	18	13	58	58	51	12	12	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	44	44	68310	100	100	98	504	504	509	5	5	9	25	25	18	59	59	51	11	11	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	32	38679	97	97	96	498	498	483	6	6	20	31	31	25	53	53	45	9	9	10
Non-Economically Disadvantaged	20	20	40295	100	100	100	495	495	513	16	16	7	16	16	13	58	58	50	11	11	30

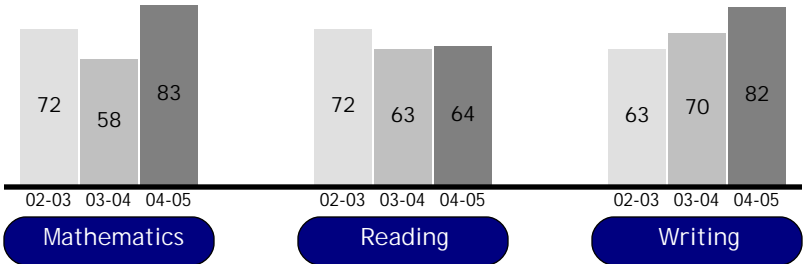
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	78908	98	0	99	479	479	484	12	12	10	24	24	23	60	60	58	4	4	9
All Students (Prior Year)	55	55	76020	100	100	100	499	499	503	32	32	25	18	18	23	40	40	40	10	10	12
Female	25	25	38648	100	0	99	481	481	489	12	12	8	16	16	22	68	68	61	4	4	10
Male	26	26	40233	96	0	99	477	477	479	12	12	12	32	32	25	52	52	55	4	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	13	13	31940	100	0	99	457	457	465	23	23	16	46	46	32	31	31	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	34	34	36502	97	0	99	482	482	502	9	9	4	18	18	14	67	67	67	6	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	44	44	68312	100	0	98	485	485	493	9	9	7	20	20	21	66	66	62	5	5	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	32	32	38662	97	0	96	479	479	468	16	16	16	19	19	32	63	63	49	3	3	3
Non-Economically Disadvantaged	20	20	40315	100	0	100	479	479	498	5	5	5	32	32	15	58	58	66	5	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	78750	96	96	99	483	483	500	6	6	6	45	45	29	49	49	63	0	0	2
All Students (Prior Year)	55	55	75673	100	100	100	512	512	530	16	16	12	34	34	25	46	46	58	4	4	4
Female	25	25	38586	100	100	99	499	499	515	4	4	4	44	44	22	52	52	71	0	0	3
Male	25	25	40135	93	93	99	467	467	486	8	8	8	46	46	35	46	46	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	13	13	31841	100	100	99	473	473	483	8	8	8	54	54	36	38	38	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	33	33	36440	94	94	99	479	479	516	6	6	3	44	44	22	50	50	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	43	43	68196	98	98	98	483	483	513	7	7	3	42	42	25	51	51	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	31	38558	94	94	96	486	486	485	3	3	8	48	48	37	48	48	54	0	0	1
Non-Economically Disadvantaged	20	20	40260	100	100	100	480	480	514	11	11	3	37	37	21	53	53	72	0	0	4

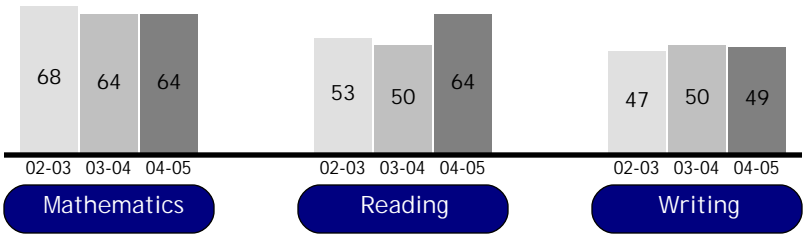
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	40	40	50	94	44	NA	58	100	41	41	47
	Language	94	20	20	43	98	30	30	50	100	42	42	47
	Mathematics	90	58	58	57	98	48	48	64	100	46	46	50
3	Reading	97	45	45	47	100	55	NA	55	100	41	41	44
	Language	100	43	43	54	100	47	47	61	100	45	45	44
	Mathematics	97	59	59	54	100	61	61	61	100	48	48	51
4	Reading	52	51	51	52	98	45	NA	56	96	46	46	48
	Language	90	50	50	48	98	41	41	52	96	44	44	49
	Mathematics	92	55	55	57	98	50	50	61	100	43	43	53
5	Reading	96	46	46	50	96	53	NA	55	100	47	47	50
	Language	96	37	37	46	100	48	48	49	100	47	47	50
	Mathematics	95	48	48	57	100	65	65	63	100	47	47	49
6	Reading	98	49	49	53	98	46	NA	56	96	51	51	51
	Language	98	33	33	45	98	39	39	48	96	47	47	47
	Mathematics	92	51	51	62	96	67	67	66	96	51	51	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sequoia Charter Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Safety
- Ü Communication
- Ü Facilities
- Ü Curriculum Review
- Ü Research

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	1	0	0
10 or more years	0	1	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	26%

Resources Available at School Site

Special Facilities

- Ü Title I Reading and Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Character Counts
- Ü Red Ribbon Week Campaign
- Ü Exploratory Courses (Grades 5 and 6)

Social Services

- Ü Park Across Street
- Ü Secondary Schools are Located on Campus

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sequoia Elementary implemented a reading assessment that includes progress monitoring and benchmarks allowing data analysis and interventions.
- ü We use a computer lab in conjunction to Title I reading providing reading support using AutoSkills, a diagnostic and intervention program.
- ü We use FASTMath to assess the mastery of the Arizona Math Standards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	0	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are dedicated to providing a safe, nurturing atmosphere of respect that fosters the love of learning. Our Behavior, Zero-Tolerance, and Dress Codes policies are strictly enforced. We have implemented the Character Counts program in all classes.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marge Salow	(480) 649-7737
Transportation Policy	Jamie Nicholson	(480) 649-7737
Community Resources		
School Nutrition Programs	Jamie Nicholson	(480) 649-7737
Parent Organization	Gina James	(480) 659-6186
Student Health/Nurse	Glenda Serdy	(480) 649-7737

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.